



# **STUDY GUIDE**

**for the**

**City of Columbus, Ohio**

**POLICE OFFICER ENTRY LEVEL EXAMINATION**

**Revised: 09/08/2006**

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**\*\* Bring this Study Guide with you when you attend an Information Session.**

## INTRODUCTION

This Study Guide is designed to help all candidates do their best on the Police Officer examination. It contains information about the test itself and information on test-taking strategies that may improve your score. Reading this guide may assist you in preparing for the Police Officer exam. **It is recommended that you read the information contained in this study guide and attend an information session to acquaint yourself with the testing process.** Information is also available on the Civil Service Commission website: [www.csc.columbus.gov](http://www.csc.columbus.gov)—uniformed police examinations—police officer.

The Police Officer Entry Level Examination is a multi-phase test. The four phases included are the Multiple Choice Examination, Writing Sample Exam, Behavioral Personnel Assessment Devise (B-PAD), and Physical Test. The Multiple Choice Examination, Writing Sample and Physical Test will be graded on a pass/fail basis. The B-PAD will be used to determine where you finish on the eligible list for hiring police officers. You must receive a passing score on all four phases of the examination to be considered further in the police officer selection process.

On the first test day, candidates will be scheduled to take three-phases of the Police Officer exam: the multiple choice, the writing sample, and the B-PAD. However, not all candidates will take these phases in the same order on test day. One group of candidates will complete the written phases (writing sample and multiple choice) as a group in the morning, then return in the afternoon and complete the B-PAD. Another group of candidates will complete the B-PAD in the morning, then return in the afternoon as a group and complete the written phases of the exam. These three phases will be scored and those who pass will be invited back to take the Physical Test. If you are unable to appear for testing on your scheduled test date, you may show up on another test date and we will admit candidates on a first-come-first-served basis, as space is available. Refer to your admission letter for specific alternative dates and instructions.

## INFORMATION SESSIONS

All applicants are advised to attend an information session. The information session is designed to provide you with specific information about the Police Officer Entry Level Examination and the testing process.

Civil Service Commission staff will briefly discuss and answer questions about each phase of the examination. To prepare you for these phases, you will be shown an example of a writing sample scenario and a B-PAD role-play scenario. Civil Service Commission staff will answer your questions about the phases of the test and offer suggestions on how to prepare for each phase of the test.

# GENERAL TEST TAKING STRATEGIES

## Guidelines:

There are several general testing strategies you can follow for the exam:

1. Try to get a good night's sleep before the test, so you are well rested and can do your best.
2. Eat appropriately prior to the test. Too little or too much food can hurt, rather than help.
3. Be sure you know where the test center is located. We recommend that you arrive at least 15 minutes before your scheduled time. Refer to your admission letter for the exact location, date, and time. Allow for traffic problems on test day.
4. Business attire is **not** required. Dress comfortably. We recommend that you bring a sweatshirt or sweater and dress in layers so that you can adjust your comfort to fit the temperature of the testing room.
5. When you arrive at the testing room you will be assigned a seat. Try to relax and get comfortably settled as quickly as possible.
6. Be sure to listen and follow **all** directions. If you have any questions at all, make sure you ask them before the test starts.
7. For the multiple choice exam, do not waste time on problems that are too hard. Skip them and go to the next question. **You may want to pace yourself and leave time to go back and check your work.**
8. On the multiple choice exam, there is no penalty for guessing. If time allows, make sure you have answered all the questions before turning in your exam. Once your exam has been collected, you **will not** be able to get it back.

## Important Notes about the Exam:

1. Late candidates **may not** be admitted, so arrive early to avoid disappointment.
2. **All candidates are required to bring their admission letter and their driver's license (or other picture ID) to the test site.**
3. If you fail an event on the Physical Test, you not only fail the physical phase, but the entire exam. You will **not** be permitted to complete any subsequent events. However, job class interest forms will be available on site for those candidates who wish to be notified of the next test administration.

## PHASE I THE MULTIPLE CHOICE EXAMINATION

This section of the study guide provides information on the Multiple Choice Examination.

This section is designed (1) to provide you with strategies for taking the test, and (2) to give you a better understanding of the content of the examination. The multiple choice exam assesses spelling, vocabulary, and reading comprehension. These tasks were established based on the police officer job analysis, which rated these tasks as essential to the job of police officer.

### Multiple Choice Exam Content:

The three parts to the Multiple Choice Examination cover **spelling, vocabulary, and reading comprehension**. Before describing these parts in greater detail, there are some important things you will need to know about the booklet and answer sheet:

1. When you have chosen your answer to a test question, find the number of that question on the answer sheet you are working on.
2. Fill in the lettered circle that matches the answer you have picked.
3. Blacken the circle you have picked with a heavy pencil mark. Be certain to darken the circle completely.
4. Erase completely any answers you wish to change. Do **not** cross them out.
5. Do not make any unnecessary marks on your answer sheet.
6. You should not mark more than one answer to any question. In all test sections, multiple answers will be scored as wrong answers.

Periodically, the Civil Service Commission evaluates multiple choice test items to ensure each item is performing properly. Items that are not performing properly are eventually replaced by items that perform better. In order to ensure there is an available pool of quality replacement items, it is necessary to include some items on the exam that are not scored. Civil Service Commission staff collects and analyzes data on these items to determine if they should be included on future exams. However, these items are not graded and do not play any role in determining a candidate's final score. Each section of the exam may contain a few of these items.

## The Spelling Section:

The spelling section will test your ability to correctly spell common English words. Use of dictionaries is prohibited during this portion of the examination. The spelling section consists of two parts. The first part is a sentence completion task, for which you must select the correctly spelled word to complete the sentence. The second part requires you to select the **incorrectly** spelled word from a list of three. Following are examples of the two types of questions:

**Instructions:** *Each sentence below has a word missing. For each sentence, you are provided three different spellings of a word, which could fit into the blank. Only one of the three options is correct for the sentence. Read each sentence carefully. Then indicate which of the three words is appropriate for the sentence*

1. The uncooperative witness was served with a \_\_\_\_\_ .
  - a. subpeona
  - b. supeona
  - c. subpoena
2. The man's \_\_\_\_\_ distinguished him from the other suspects.
  - a. mustache
  - b. mustach
  - c. mustash
3. After the assault, the Police Officer had to be treated for his \_\_\_\_\_.
  - a. laseration
  - b. lazeration
  - c. laceration

On example 1, since subpoena is the correct spelling, you should have picked that answer and filled in the letter "c" on your answer sheet next to that item's number as follows:

1.    A   B   ●

On example 2, since mustache is the correct spelling, you should have picked that answer and filled in the letter "a" on your answer sheet next to that item's number as follows:

2.    ●   B   C

On example 3, since laceration is the correct spelling, you should have picked that answer and filled in the letter "c" on your answer sheet next to that item's number as follows:

3.    A   B   ●

**Instructions:** Below you are provided with three word choices. One of the three words is spelled incorrectly. Read each word carefully. Then indicate which of the three words is spelled incorrectly.

1.    a. concealed  
      b. illiterate  
      c. guarantee
2.    a. straight  
      b. pursute  
      c. license
3.    a. caliber  
      b. jeopardize  
      c. guilty

On example 1, since illiterate is the incorrect spelling, you should have picked that answer and filled in the letter "b" on your answer sheet next to that item's number as follows:

1.    A   ●   C

On example 2, since pursute is the incorrect spelling, you should have picked that answer and filled in the letter "b" on your answer sheet next to that item's number as follows:

2.    A   ●   C

On example 3, since guilty is the incorrect spelling, you should have picked that answer and filled in the letter "c" on your answer sheet next to that item's number as follows:

3.    A   B   ●

## Spelling Words:

*The following is the list from which the words on the spelling exam will be taken. Studying these items is strongly recommended.*

- |                   |                   |                   |                   |
|-------------------|-------------------|-------------------|-------------------|
| 1. abbreviate     | 43. embankment    | 85. misdemeanor   | 127. succeed      |
| 2. accepted       | 44. embezzlement  | 86. moisture      | 128. surveillance |
| 3. admission      | 45. employee      | 87. motor         | 129. synchronize  |
| 4. admitted       | 46. equipment     | 88. multiple      | 130. through      |
| 5. advised        | 47. evidence      | 89. murdered      | 131. victim       |
| 6. alcohol        | 48. excessive     | 90. necessary     |                   |
| 7. altered        | 49. extremely     | 91. occasionally  |                   |
| 8. analysis       | 50. facility      | 92. opportunity   |                   |
| 9. annual         | 51. fictitious    | 93. organized     |                   |
| 10. answered      | 52. flare         | 94. particularly  |                   |
| 11. apparently    | 53. forcible      | 95. partner       |                   |
| 12. appearance    | 54. freight       | 96. pedestrian    |                   |
| 13. articles      | 55. frightened    | 97. performed     |                   |
| 14. assistance    | 56. furious       | 98. perishable    |                   |
| 15. attendant     | 57. habitual      | 99. personnel     |                   |
| 16. automobile    | 58. handkerchief  | 100. possibly     |                   |
| 17. behavior      | 59. harassment    | 101. preceded     |                   |
| 18. believed      | 60. heard         | 102. prepared     |                   |
| 19. bruised       | 61. homicide      | 103. presence     |                   |
| 20. cafeteria     | 62. implicated    | 104. principle    |                   |
| 21. cartridge     | 63. inadequately  | 105. prisoner     |                   |
| 22. chose         | 64. incidentally  | 106. probable     |                   |
| 23. collision     | 65. indicating    | 107. probation    |                   |
| 24. commenced     | 66. inhabitant    | 108. professional |                   |
| 25. commit        | 67. innocence     | 109. proper       |                   |
| 26. commitment    | 68. investigation | 110. prosecution  |                   |
| 27. compassionate | 69. involuntary   | 111. psychotic    |                   |
| 28. complained    | 70. jealous       | 112. pursuit      |                   |
| 29. consistent    | 71. judgment      | 113. quantity     |                   |
| 30. conspicuous   | 72. khaki         | 114. realized     |                   |
| 31. cooperative   | 73. knowledge     | 115. recognized   |                   |
| 32. coroner       | 74. knowledgeable | 116. released     |                   |
| 33. damaged       | 75. laboratory    | 117. resisted     |                   |
| 34. decision      | 76. larceny       | 118. responsible  |                   |
| 35. defendant     | 77. length        | 119. restrained   |                   |
| 36. defense       | 78. liability     | 120. secretary    |                   |
| 37. derelict      | 79. library       | 121. separate     |                   |
| 38. discrepancy   | 80. location      | 122. severely     |                   |
| 39. described     | 81. maintenance   | 123. shoulder     |                   |
| 40. developed     | 82. meant         | 124. significant  |                   |
| 41. disappearance | 83. medicine      | 125. sleet        |                   |
| 42. dual          | 84. memorandum    | 126. specific     |                   |



## The Vocabulary Section:

**Instructions:** In this section, you are to choose the word which has the same meaning (or most nearly the same meaning) as the capitalized word in the question, **OR** the word which is opposite (or most nearly opposite) that of the capitalized word--whichever response is requested.

1. Which word means the same as HAPPY?
  - a. sad
  - b. laughing
  - c. joyful
2. Which word means the opposite of OLD?
  - a. young
  - b. crisp
  - c. aged

On example 1, since joyful means the same as HAPPY, you should have picked that answer and filled in the letter "c" on your answer sheet next to that item's number as follows:

1.     A B ●

On example 2, since the word young is the opposite of OLD, you should have picked that answer and filled in the letter "a" circle on your answer sheet as follows:

2.     ● B C

## The Reading Comprehension Section:

**Instructions:** In this section you will be given a passage to read and questions to answer based on that passage. Please select the best answer based on the passage. When answering the questions, you may refer back to the passage if necessary.

During training and on the job, you will need to read and interpret a wide range of texts to help you serve the community to your greatest capacity. Your task in this portion of the test is to demonstrate your ability to read and learn from texts and to apply what you learn to related situations. You will read 10 to 12 selections, ranging in length from approximately 40 to 500 words. Many of these selections are about events that have actually happened or might happen to ordinary people. Some of the events have to do with safety concerns, but most are about people solving problems in difficult situations.

Reading and learning from a text involves many different kinds of thinking. As you read, you will need to think about what is happening and what people might be thinking and doing. Generally, the more details you can see, hear, or feel as you read, the more you are able to understand a text. Try to create an awareness of being present in the scene with the characters. Try to create connections between your life and the lives of people described in the selections. Try to "stand in someone's shoes"; in fact, try to stand in more than one person's shoes. When you are answering questions, use the images

and connections you have made with your own life, but also check the text again to find out if your images and interpretations are accurate. For example, you may have experienced something similar to one of the characters, but your situation may have had a different outcome from the one in the text.

Do not try to memorize the text as you read. It is more useful to try to understand the events and relationships described. You can always go back to the text to check for descriptions and actions after you read the questions.

Questions following each text are intended to test your comprehension, comparison of viewpoints, application of definitions, and use of limited information to select more general relationships between people and events (inference). Read the questions carefully. Be particularly alert to questions that ask for statements that do NOT fit the text. You will answer 35-45 reading comprehension questions.

The following sample selection and examples of different kinds of questions should help you anticipate the kind of thinking you will be asked to do during and after your reading.

**SAMPLE 1:**

Ben, a high school dropout, was going through a difficult time. Since his father had died, he sometimes talked at length to his grandfather. So he shared some things with the old man, and received some excellent counsel. Ben asked his grandfather how he knew so much and the old man said that when he was young he suffered some of the same problems as Ben, and more, that he had learned from it.

Infer Meaning: A text may not tell you every single one of the conclusions the author wants you to come to. If texts did, they would be much longer and the explanations would not be useful to everyone--because most people do not need this information. Inference questions test your ability to think about what you read and come to logical conclusions based on the information you have read.

Example 1) Which item best fits the grandfather's philosophy?

- A. Stop and smell the roses.
- B. Easy come, easy go.
- C. Never look a gift horse in the mouth.
- D. Experience is the best teacher.

The correct answer is D, "Experience is the best teacher." Statements A, B, and C fall along the lines of specific problems that Ben might tell his grandfather, such as the need to take things slowly (A.), how things which we don't ask for can also leave our lives (B.), and how we might not want to question the things we receive for free (C.). But the text does not refer to specific ideas that Ben's grandfather taught him. It does say that the grandfather had learned from his own problems, which is why D is the correct answer.

## **SAMPLE 2:**

Adapted from *Dare to Dream: Coretta Scott King and the Civil Rights Movement* by Angela Shelf Medearis

In 1948, Coretta Scott King was a young woman hoping to begin a career as an opera singer. Her mentor, Dr. Anderson, encouraged Coretta to go to New York or Boston to study music. Even though she didn't have much money, Coretta applied to the New England Conservatory in Boston and to the Juilliard School in New York. She knew that her parents would help her, but she wanted to pay for her education herself. Coretta decided to move to Boston even though she didn't have the money for her tuition at the New England Conservatory. She hoped to find a job in Boston to pay some of her expenses. Coretta was determined to make it on her own. With the money she had, she bought a train ticket to Boston.

When the train stopped in New York, Coretta called home. Her parents had a surprise for her. They told her that she had received a letter from the Noyes Foundation giving her a six-hundred-and-fifty-dollar scholarship to help pay for her musical training. Finally, she was on her way to becoming an opera singer.

Comprehension: This is a term that usually refers to all reading, but in this test, questions of comprehension are included to find out whether or not you understand basic information presented in the material you read.

Example 2) Which of the following statements is **NOT** true about Coretta Scott King's life?

- A. She was determined to study music.
- B. She was unable to pay for her studies with her savings.
- C. She was hopeful that her parents would pay her tuition.
- D. She was encouraged by her mentor, Dr. Anderson.

Answer C. "C" is a better answer than "B". The text states that Coretta did **not** want her parents to pay her tuition. The text also states that she was so determined to study music that she traveled to Boston even though she did not know how she would pay for her schooling. We also know that she was going to have difficulty covering the cost of her schooling. Finally, the second sentence states that she had a mentor, Dr. Anderson, who encouraged her. All of these statements can be verified as true or false in the text. They are part of the facts of the text.

Understand definitions or meanings from context: Sometimes information is not **DIRECTLY** provided in a text but is something that can be figured out by thinking about the clues in the text. For example, you may not know the meaning of every single word in a text but you can often figure out what a new word means by how it is used within the text.

Example 3) In this selection, the word "conservatory" means:

- A. very clear about one's direction in life
- B. a place for specialized study
- C. a place to build a career
- D. a student center in Boston

Answer B. Although Coretta is clear about her direction in life, the word "conservatory" refers to a place, not an attitude or outlook. Through references to school, paying tuition, and the desire to develop a talent such as singing, it seems that "conservatory" refers to a place for studying something very specific, like music or opera. Although Coretta will be able to build a career because she receives special training, the purpose of the place is not to build a career but to train people with musical talents. The text does not refer to her expectation that the school will build her career; that is something she will develop after her schooling. Alternative D could be an answer, because students, like Coretta, will be studying in a shared space. But D is really too vague an answer. B is a more specific, accurate definition.

Apply Definition: Sometimes a word is defined within a text through repeated usage or through reference to another object, person, or event. You will need to find the word and reread parts of the text to gain an accurate definition. Then you will use that meaning and put that word to use in a different situation.

Example 4) In this selection, "tuition," is similar to which of the following payments?

- A. Buying a ticket to a movie
- B. Repairing a friend's roof in exchange for their service of repairing your car
- C. Paying a monthly fee to lease a car
- D. Paying a skilled computer technician to show you how to upgrade your computer

The correct answer is D. In all of the statements, someone offers payment and is given something in return. However, only D suggests that you will learn or improve a skill as a benefit of the payment. All of the other statements suggest that something will be gained, but not learned. Tuition for schooling is used to learn or improve one's understanding and skills.

Example 5) Which of the following statements best describes Coretta's viewpoint on the attainment of her goals?

- A. It is important to seek other people's advice but not their money.
- B. Never trust people who give you money.
- C. Seek advice and support as you pursue your dreams.
- D. Do not ask too much of others, they may disappoint you.

The correct answer is C. Coretta did seek other people's advice, and the scholarship she received shows that she also sought financial aid. The text offers no indication that she did not trust anyone who supported her financially. Nor does the text suggest that she was afraid of disappointment. We do not know why she did not ask her parents for

money. It would be too great an inference to believe that she was afraid they would disappoint her--or she would disappoint them.

**SAMPLE 3:**

From *The Things They Carried* by Tim O'Brien

The things they carried were largely determined by necessity. Among the necessities or near-necessities were P-38 can openers, pocket knives, heat tabs, wristwatches, dog tags, mosquito repellent, chewing gum, candy, cigarettes, salt tablets, packets of Kool-Aid, lighters, matches sewing kits, Military Payment Certificates, C rations, and two or three canteens of water. Together, these items weighed between 15 and 20 pounds, depending upon a man's habits or rate of metabolism. Henry Dobbins, who was a big man, carried extra rations; he was especially fond of canned peaches in heavy syrup over pound cake. Dave Jensen, who practiced field hygiene, carried a toothbrush, dental floss, and several hotel-sized bars of soap he'd stolen on R&R in Sydney, Australia. Ted Lavender, who was scared, carried tranquilizers until he was shot in the head outside the village of Than Khe in mid-April. By necessity, and because it was SOP [standard operating procedure], they all carried steel helmets that weighed 5 pounds including the liner and camouflage cover. They carried the standard fatigue jackets and trousers. Very few carried underwear. On their feet they carried jungle boots (2.1 pounds) and Dave Jensen carried three pairs of socks and a can of Dr. Scholl's foot powder as a precaution against trench foot.

Example 6) Who are these people and where are they?

- A. They are archeologists going on a field trip in the jungles of Asia.
- B. They are soldiers in Europe during World War I.
- C. They soldiers in the desert during the Persian Gulf War.
- D. They are soldiers in the jungles of Vietnam during the Vietnam war.

The answer is D. They carry Military Payment Certificates and C-rations, which indicate they are likely to be soldiers rather than archeologists, eliminating answer A. They were wearing jungle boots, took their R&R in Australia, and were near a village called Than Khe, which eliminates both Europe and the Middle East (answers B and C) and supports answer D.

Example 7) If you were accompanying these people on their trip, and you had run out of your own rations, which of these people would probably have extra food?

- A. Dave Jensen
- B. Ted Lavender
- C. Henry Dobbins

The answer is C. The key word in this question is "probably". Although all three of the men carried rations, the **best** alternative is answer C because Henry Dobbins carried extra food such as peaches in syrup. In addition to food, Dave Jensen carried soap and

other forms of hygiene supplies, eliminating answer A. Ted Lavender carried a normal ration of food along with tranquilizers, eliminating answer B.

Example 8) Which of these people would be most likely to be able to clean the wounds of someone who had gotten hurt?

- A. Dave Jensen
- B. Ted Lavender
- C. Henry Dobbins

The **best** answer is A. The key words in this question are “most likely”. Dave Jensen “practices field hygiene,” and carries bars of soap. Ted Lavender carries tranquilizers--but these would not necessarily help someone to CLEAN a wound and this eliminates B. Henry Dobbins carries food, eliminating C.

Example 9) Which of the following is probably **NOT** true according to the passage?

- A. It is important to carry along things that make life a little more comfortable.
- B. The things a person carries will protect them from death.
- C. The things a person carries can tell you something about who that person is.
- D. Each person has a different idea of what necessities are.

The answer is B. The fact that people carried comfort items (peaches, soap, and tranquilizers) makes A true about the passage and eliminates it as an answer. The things they carried failed to protect them from death--because the passage says that Ted Lavender died; this supports B as the correct answer. It is true about the passage that we can tell from what people carry something about them (answer C)--we might be able to conclude that Ted was scared while Dave was finicky. But the fact that this statement is true eliminates it as an answer. Finally, D is also true about the text--each of the men had a different idea of what they wanted to have along with them; however, the question is asking for what is **NOT** true, so this eliminates D.

The questions that have “**NOT**” in them often are hard to complete. One strategy is to look at all the answers and see if there is a pattern. For example, three of the answers, A, C, and D, are true about the text. Once you have eliminated the other choices since they are true, the only answer remaining is B. Checking B, you find that this is NOT true about the text and is the right answer for the exam. Also checking answer B, the word “will” in the sentence indicates that no matter what the person brings those things provide protection from death. Another strategy is to change the words of the question in your mind--which of these items is FALSE--while you are reading the answers.

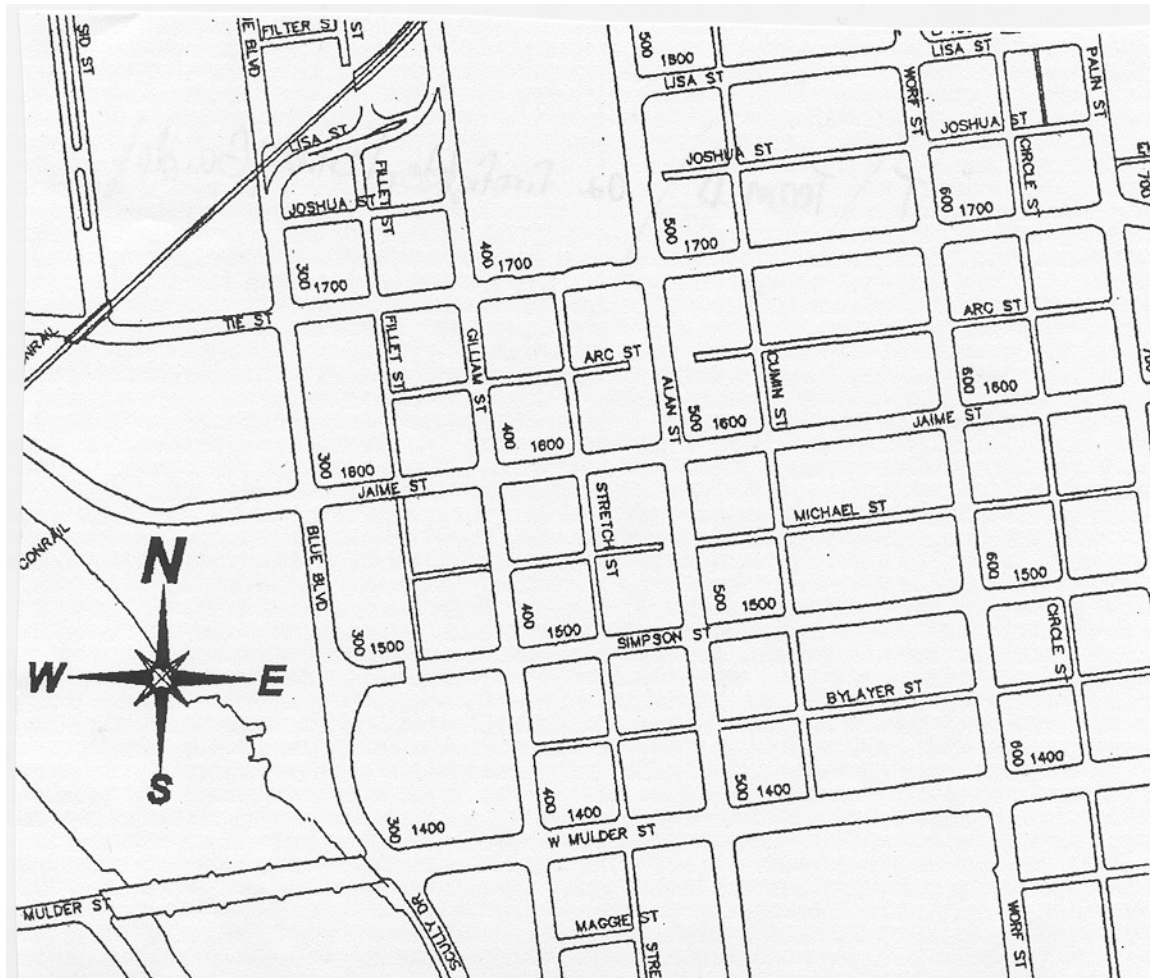
## The Map Reading Section:

The Map Reading section of the exam is designed to test your ability to follow directions and read maps. For this section, you will answer questions regarding a map. You

should have familiarity with directions, north, east, south, and west when reading a map and be able to follow written directions related to the map.

**SAMPLE:**

The following contains a map followed by the type of questions that may be asked on this portion of the Police Officer test.



Example 1) What direction is the intersection of Arc Street and Worf Street from the intersection of Alan Street and Lisa Street?

- A. northeast
- B. northwest
- C. southeast
- D. southwest

The answer is C. The intersection of Alan Street and Lisa Street is in the very top center portion of the map. While, the intersection of Arc Street and Worf Street is toward the top right portion of the map, or northeast portion of the map. The intersection of Arc

Street and Worf Street is further south and further east of the intersection of Alan Street and Lisa Street.

Example 2) Which of the following streets is the southernmost street on the map?

- A. Filter Street
- B. Jamie Street
- C. Maggie Street
- D. Sid Street

The answer is C. Maggie Street is a street that runs east to west and is located toward the very bottom of the map and is the southernmost street of the four listed. Filter Street and Jamie Street both run east to west. Jamie Street is toward the center of the map. Filter Street and Sid Street are in the top left corner of the map. Sid street runs north to south but does not extend south past the center of the map.

Example 3) You are traveling west on Simpson street approaching Gilliam Street and need to take the shortest route to reach W. Moulder Street. Assuming all streets are two-way streets, what direction would you turn on to Gilliam Street?

- A. north
- B. south
- C. east
- D. west

The answer is B. Simpson Street runs east and west and is north of W. Moulder Street, which also runs east and west. To take the shortest route from Simpson Street to W. Moulder Street, you would need to turn south, or left (in this case), onto Gilliam Street.



## PHASE II THE WRITING SAMPLE

For the writing sample portion of the test, you will be asked to view and describe the content of a videotape. In the video, an officer will be questioning a person or persons in order to gather information for a report. While viewing the videotape, you will be encouraged to take notes on the provided scrap paper. After viewing the videotape, you will be given one hour to write a memo to a supervisor; describing what happened (with the aid of your notes). This portion of the exam is designed to test your oral comprehension and writing skills. An additional measurement is your knowledge of correct language usage and its related components (spelling, grammar, punctuation, and capitalization, etc.).

### Grading Dimensions:

Your writing sample will be rated on the following dimensions:

1. **Completeness/Accuracy**—Graders will look at how much of the relevant information from the video is included in your memo and how much of the information is correct.
2. **Spelling/Word Choice**—Graders will review your memo to make sure that words are spelled correctly and used correctly.
3. **Organization**—Graders will determine how well you have organized your thoughts and put them in a logical order. Chronological (time) order is recommended.
4. **Sentence Structure**—Graders will review your memo to make sure you have used complete sentences with correct grammar.

You are expected to print your response legibly. If the graders cannot read your writing, you will not get credit. The memo must be complete and well organized, but it also must be concise. You should present the information in narrative form, **not** outline form. Your memo should be approximately 250 words, which is between two and four handwritten pages long. If you wish, you may use a dictionary during this phase, although you are not allowed to write in it. No electronic dictionaries or word processors will be permitted. Also, you may **not** share dictionaries with other candidates.

### Important Tips:

#### ***Before You Arrive for the Writing Sample Examination***

1. Study the grading dimensions so you know how your memo will be graded.
2. Attend an information session, so you can view a sample video and practice writing a memo.
3. When possible, **practice the skills** necessary for performing the writing sample examination. For example, you might watch a news program and practice writing descriptions of the content of news stories.

### ***While You Watch the Video (Gathering Information for the Memo)***

1. Answer these six important questions: Who? What? When? Where? Why? How? (See the next section—"Additional Tips").
2. Do **not** make assumptions. The relevant information is explicit in the video.
3. Do **not** ignore conflicting or inconsistent information.

### ***After You Watch the Video (Presenting Information in Your Memo)***

1. Stick to the point.
2. Include all relevant information (See the next section—"Additional Tips")
3. Make an outline to organize your thoughts.
4. Use specifics and details.
5. Present the information in the order of occurrence.
6. Check for proper spelling.
7. Check for proper word usage.
8. Check for proper grammar.

### **Additional Tips:**

#### ***Search for "Who, What, When, Where, Why, and How"***

These six words correspond to six general types of information that you want to gather when describing the content of the video. A memo is likely to be incomplete if it leaves out any of these pieces of information. To gather the information described by these six words, answer the following six questions:

1. **Who** is directly involved in the incident? This would include witnesses, victims and suspects, if a crime has occurred.
2. **What** happened?
3. **When** did it happen?
4. **Where** did it happen?
5. **Why** did it happen? What was the motive?
6. **How** did it happen?

- **Quick Tip:** Set up your notepaper before you watch the video, with spaces for the six questions above and for relevant information.

### ***Include All Relevant Information:***

Reports describing different types of incidents differ in the types of information that are relevant. For example, the value of stolen property is relevant to a Robbery Report, but may not be relevant in a Missing Person Report. To further assist you in recognizing relevant information when you encounter it, we have listed a few different types of incidents. For each example, we provide a definition of the incident and include examples of information that would be relevant in a report of that particular incident.

Be sure that you are familiar with the types of information you would be expected to include in the writing sample. Following are a couple of incidents and the type of information that is relevant to each incident.

**Please note** that these are examples of relevant information—not lists of all possible information. In other words, you should not assume that a type of information is irrelevant (unimportant) because it is not listed.

**On test day** you will be provided a list of the relevant information, similar to what is provided on in this study guide, related to the test scenario. It is important that you listen to the video to hear and incorporate the relevant information into your response.

## ***RELEVANT INFORMATION 1***

***Missing Person—any person who is not where they are expected to be, when that absence creates the possibility of danger or may be involuntary.***

- ◆ Name, address, and workplace of reporting person.
- ◆ Reporting person's relation to missing person.
- ◆ Location where missing person was last seen.
- ◆ Day, date, and time where missing person was last seen. Range of time, if exact is not available.
- ◆ Name(s) and address(es) of person(s) verifying where individual was last seen.
- ◆ Description of missing person (i.e., name, sex, date of birth, height, weight, hair and eye color, and clothing).
- ◆ Any information that increases the urgency of finding the missing person (i.e., health problems, medication/dosage, possibility of kidnapping, etc.).
- ◆ Missing person's place of employment or schooling.
- ◆ Any information leading to why person may be missing.
- ◆ Is there a prior history of being missing?
- ◆ Name(s) and address(es) of associates who may know of missing person's whereabouts.
- ◆ Possible destination(s) of missing person.
- ◆ Indicate any instructions given to reporting person.

## ***RELEVANT INFORMATION 2***

**Physical Harm to Property (Property Damage)**—any tangible or intangible damage to property that, in any degree, results in loss to its value or interferes with its use or enjoyment. This does not include wear and tear occasioned by normal use.

- ◆ Day, date, and time of occurrence or range of time, if exact is not available
- ◆ Location of incident
- ◆ Any evidence at scene
- ◆ Name and address of victim
- ◆ If a vehicle is involved: License plate(s) of vehicle (s) involved in the incident. Full description of victim's vehicle including year, make, model, color and value, along with specific damage. Determine if vehicle is insured
- ◆ Sequence of events
- ◆ Name(s) and address(es) of any witness(es)
- ◆ Information provided by witness(es)
- ◆ Description of suspect(s), if available (i.e., sex, race, weight, height, hair and eye color, age, identifying physical descriptions, and clothing)

## ***RELEVANT INFORMATION 3***

**Unauthorized Use of a Vehicle**—to knowingly use or operate an aircraft, motor vehicle, motorboat, or other motor-propelled vehicle without the consent of the owner or person authorized to give consent.

- ◆ Day, date, and time of occurrence or range of time, if exact is not available
- ◆ Location of incident (vehicle last seen)
- ◆ Any evidence at scene
- ◆ Name, address, and description of victim
- ◆ License plate(s) of vehicle (s) involved in the incident
- ◆ Full description of victim's vehicle (year, make, model, color and value, along with any specific damage or added features)
- ◆ Determine if vehicle is insured
- ◆ Sequence of events
- ◆ Name(s) and address(es) of any witness(es)
- ◆ Description of suspect(s), if available (i.e., sex, race, weight, height, hair and eye color, age, identifying physical descriptions, and clothing)

#### ***RELEVANT INFORMATION 4***

**Hit Skip (Hit and Run) Motor Vehicle Incident—hitting and then escaping; usually a vehicle driver who flees from the scene of an accident in which he is involved.**

- ◆ Day, date, and time of occurrence or range of time, if exact is not available
- ◆ Location of incident
- ◆ Road conditions at time of accident
- ◆ Posted speed limits
- ◆ Name, address, and description of victim
- ◆ License plate(s) of vehicle (s) involved in the incident
- ◆ Description of victim's vehicle
- ◆ Damage to victim's vehicle
- ◆ Description of vehicle that left the scene
- ◆ Description of driver of vehicle that left the scene
- ◆ Sequence of events
- ◆ Name(s) and address(es) of any witness(es)
- ◆ Witness description of incident and/or driver of hit-skip vehicle

#### ***RELEVANT INFORMATION 5***

**Misuse of Credit Cards (one form of identity theft)—the practice of deception for the purpose of procuring the issuance of a credit card, when a credit card is issued in actual reliance thereon.**

- ◆ Day, date, and time of occurrence or range of time, if exact is not available
- ◆ Name and address of victim
- ◆ Listing of all stolen items (credit card or debit card, including company, personal checks, or payroll checks, utilities, wallet, etc.)
- ◆ Amount of charge, and location(s) transaction took place (name of grocery store, retail store)
- ◆ Description of how suspect gained possession, if known
- ◆ Any evidence at scene
- ◆ Sequence of events
- ◆ Name(s) and address(es) of any witness(es)
- ◆ Description of suspect(s), if available (i.e., sex, race, weight, height, hair and eye color, age, identifying physical descriptions, and clothing, and/or name(s) if known)
- ◆ Did victim cancel cards, and/or close accounts?

## **RELEVANT INFORMATION 6**

**Burglary—the unlawful entry of a structure with the intent to commit any criminal offense.**

- ◆ Address of occurrence
- ◆ Day, date, and time of occurrence. Range of time, if exact is not available
- ◆ Name(s) and address(es) of reporting person(s)
- ◆ Description of how suspect entered the building (i.e., suspected weapon(s) used, suspected point(s) of entry/exit and description of evidence available for each)
- ◆ Description of any stolen property including estimated value of each (Are receipts or serial numbers available?)
- ◆ Description of suspect(s), if available (i.e., sex, race, weight, height, hair and eye color, age, identify physical descriptions, and clothing)
- ◆ Name(s) and address(es) of witness(es)
- ◆ Sequence of events
- ◆ Can the witness(es) identify suspect(s)

### **Sample Scenario Information:**

The following list contains examples of the types of information that one might gather while watching a videotape scenario.

#### ***Shoplifting Scenario***

1. Complainant is Mrs. Benita King, assistant manager of Uptown Teens casual apparel store, 120 West Gay Street.
2. Incident occurred at 11:00 a.m., Friday, October 1.
3. Item taken was a purple and blue "Forenza" blouse, \$89.79 in value.
4. Suspect was described as a female in her mid-teens, with long, brown hair and wearing a denim jacket.
5. Sequence of events is as follows:
  - Suspect entered store at about 10:30-10:45 a.m. (no other suspects noted)
  - Mrs. King watched suspect because she was acting "suspiciously"
  - Suspect took blouse in question off rack and back to dressing room
  - Suspect exited the dressing room, apparently without the blouse
  - Mrs. King checked dressing room and blouse was not there
  - Mrs. King confronted the suspect, asked about the blouse, and the suspect denied ever having blouse
  - Mrs. King tried to block suspect from leaving store and suspect bumped/pushed her and left (no injury)
6. No other witnesses.
7. Mall security informed and police contacted.
8. Mrs. King can identify suspect.
9. Store will prosecute.

## Example of a Passing Writing Sample:

The following is a memo summarizing the key points listed above. This writing sample would most likely receive a passing score. It should give you an idea of how to write your memo:

On Friday, October 1, my partner and I were dispatched to Uptown Teens, 120 West Gay Street to investigate a shoplifting offense. Mrs. Benita King, the assistant manager, met us at the store.

Mrs. King explained that a female in her mid-teens entered the store at about 10:30-10:45 A.M. Mrs. King described the individual as about 5'0", with long brown hair, and wearing a denim jacket. The suspect took a blouse into a dressing room, and when she came out, Mrs. King did not see the blouse.

Mrs. King then checked the dressing room but was unable to locate the merchandise. Mrs. King approached the suspect and asked her where the blouse was. The teenager became defensive and stated that she did not have a blouse in the dressing room. She asked the suspect what she did with the blouse, and the teen again denied that she had it. Mrs. King then tried to stop her from leaving the store, but the suspect pushed her and fled the store. Mrs. King was not injured. The incident occurred around 11:00 a.m.

Mrs. King contacted Mall Security with a description of the individual. No other clerks or customers witnessed the incident. Mrs. King described the blouse as a purple and blue "Forenza" valued at \$89.79. She feels that she can identify the suspect and does wish to prosecute.

**Note**—A good memo includes the relevant information and answers the who, what, when, where, why, and how of the incident.

## Example of a Failing Writing Sample:

For comparison, we have also included an example of a poor memo. This example is too informal for a memo. It is unlikely that this memo would receive a passing score:

A women at a shop reported a "shoplifting." She described the kid as 5'0" tall, with long brown hair, denim jacket. The theft occurred in the morning. Ms. King contracted mall security.

Ms. King tried to block the suspect from leaving the store but she pushed her out of the way and excited the store. The blouse was blue.

She said that a clerk usually accomplices customers to the dressing room but everyone was busy at that time. She observed her take a blouse to the dressing room and she came out of it without the blouse. She checked the dressing rooms, but the blouse was not their. She ask the suspect who denied taking the blouse and even denied taking the blouse into the dressing room. She say she went their to try on a pair of slacks.

Ms. King was willing to persecute.

**NOTE**—As you can see, there are several problems with this writing sample. There are several misused and/or misspelled words (e.g., “contracted,” “excited,” “accomplices,” and “persecute”). Also, the information that is presented is extremely sketchy. There are many details that are left out of this memo (e.g., date and time of occurrence, value and description of the stolen item, and the fact that there are no other witnesses). Additionally, the information presented in the example is not in chronological order, as it should be. Although you may have noticed other mistakes in this writing sample, these are some of the obvious flaws.



## **PHASE III (B-PAD)**

### **THE BEHAVIORAL PERSONNEL ASSESSMENT DEVICE**

The B-PAD is a video-based test that examines a candidate's interpersonal, communication, and problem solving skills in dealing with different types of people in eight (8) different job-specific situations. Communication skills include listening, expressing, and nonverbal (eye contact, facial expressions, etc) behaviors. This phase of the exam is **not** intended to test police policies or procedures and scores are not dependent on experience.

#### **B-PAD Testing Procedure:**

When you arrive for the B-PAD exam, you will be taken to a preparation room where you will receive instructions verbally (orally) and in writing. You will then be escorted to an interview room to give your responses to the eight (8) scenarios. You will be seated in front of a television monitor and video camera. Once you are seated in the test room, the monitor will begin the video. At the beginning of the video, you will receive instructions and then you will be presented with a series of eight video scenarios or situations in which you will be expected to act as a police officer interacting with either a citizen or a fellow police officer.

At the end of each scene, the word "RESPOND" will appear on the monitor and you will then have forty-five (45) seconds to respond verbally (orally), as if you are actually the police officer at the scene, responding to real people in a real situation. **DO NOT** respond in terms of what you "would do". Successful applicants will place themselves in the situation and respond accordingly. You are not required to use the full 45 seconds; however, you will **not** be allowed to exceed this time limit. Your responses should be complete and concise. At the end of the forty-five (45) seconds, the scene will fade out and the next scene will begin. A video camera, placed next to the monitor, will record your responses. Each applicant's responses will be carefully assessed by a rater panel made up of one Civil Service Commission analyst, one Columbus police sergeant, and one Columbus police officer.

The resulting scores are then used in making decisions about the applicant's qualifications. Scoring of the responses is focused on social problem-solving as measured by two content scales; 1) task orientation, a measure of problem solving ability, and 2) interpersonal/communication skills, a measure of the behaviors used to relate appropriately to the people in the scene. A third scale, overall effectiveness, is an overall measure of interpersonal skills based on the scores on the two (2) content scales. Each scale is assigned a score of one (1) to four (4), with a score of four (4) being the highest possible. The B-PAD score will be used to rank individuals who pass ALL FOUR PHASES of the examination.

The content of the B-PAD exam is confidential. **Do not** share information with other candidates. There are several important reasons for this. First, providing another candidate with information about the scenarios may give that person an added advantage.

This would essentially lower your position on the eligible list since your position is based on your score relative to all other candidates taking the test. Changes of one or two points might mean the difference between becoming a police officer and not becoming a police officer. Second, giving information to other candidates may be grounds for disqualification. Finally, there are a number of different situations, and the ones you receive may be different from those given to other candidates.

## **Frequently Asked Questions:**

### ***Aren't you just measuring acting skills with B-PAD?***

People with strong people skills have the ability to manage their own emotions as well as the emotions of others. This is what B-PAD attempts to measure. If by acting one means the ability, under challenging circumstances, to demonstrate command presence, confidence, and sensitivity when such behaviors are not naturally forthcoming, then the answer is yes.

### ***Do candidates taking B-PAD for a second time have an advantage?***

The company that developed B-PAD has been carefully monitoring and tracking test-retest scores of candidates that have taken B-PAD in several jurisdictions. Interestingly enough, no such effect has been shown. Although there are many different test versions in use and scoring guidelines are kept secure, it appears that the primary reason they have not seen such an effect has to do with the nature of what B-PAD assesses—people skills. The ability to do well on B-PAD has a great deal to do with how one communicates (voice tone, language skills, body mannerisms, etc.). People skills, such as empathy, for example, are learned early and are difficult to fake.

## **B-PAD Study Tips:**

1. Do not present unnecessary, unrelated, or trivial information.
2. Organize your thoughts and express them in a clear and logical manner.
3. Speak slowly and distinctly. Do not mumble or speak so softly that your response will be difficult to understand. When people are nervous they tend to speak quickly, so make an effort to slow down.
4. Do not attempt to use words with which you are unfamiliar.
5. Try not to ramble or repeat yourself.
6. If you feel that the answer you have given to a scenario is complete, just stop and wait for the next scenario. Do not try to “fill time”.
7. Take time to listen carefully to what is being said or asked.
8. Consider the basic problem in each scenario and present answers focused on the problem.
9. Careful preparation is important. Practice responding to various types of situations.
10. Attend a tutorial session

## PHASE IV PHYSICAL TEST

### Background:

The City of Columbus, in recognizing the importance of physical fitness for job performance, has established physical fitness standards for police officer applicants. The State of Ohio began assessing physical fitness as a requirement prior to becoming an Ohio peace officer. Physical fitness for employment leads to having the physical readiness to perform the strenuous and critical physical tasks of the job.

The Columbus Division of Police thoroughly trains all new police officer hires (recruits) in the City of Columbus and includes physical fitness in this training process. By the end of this six month training program, recruits should have the ability to pass all of the State certification testing to include the Ohio Peace Officer Physical Fitness Assessment as well as ensuring candidates have the physical capability to perform the physical aspects of the job. Since candidates are expected to meet the physical fitness standards to become an Ohio peace officer, it is important that candidates are at certain levels of fitness at the time of testing to remain in the selection process.

These physical standards ensure the physical fitness to learn and perform the essential physical job tasks safely and effectively. These standards were developed so that, with training, all candidates who can meet the entry standards have the ability to effectively perform the job of police officer. You, as the candidate, have the responsibility to obtain the training needed to meet the entry standards. This guide includes a training program designed to provide the instruction you may need to successfully meet the standard for each event.

### What is Physical Fitness?

Physical fitness for employment is having the physical readiness to participate in the physical training needed to learn the strenuous and critical physical tasks of the job. The physical fitness areas that are being tested consist of three (3) specific and different areas.

1. **Upper body absolute strength.** This is having the upper body strength to make maximal efforts against a resistance. This is important for performing physical tasks that require lifting, carrying, and pushing.
2. **Trunk or abdominal muscular endurance.** This is having the capability to make repeated muscular contractions with the abdominal area without getting fatigued. Your abdomen is the fulcrum of your body and is important in many tasks involving lifting, pulling, and dragging.

3. **Anaerobic power.** This is having the ability to make short intense bursts of effort. This is an important area for performing job tasks such as short sprint pursuit situations.

## Why is Physical Fitness Important?

First, physical fitness is important because the three physical fitness areas determine an individual's fitness to receive the training needed to perform strenuous job tasks.

Second, physical fitness is important to minimize health risks for health problems such as heart disease, stroke, and obesity—all of which can affect job performance.

## How will Physical Fitness be Measured?

There are three (3) physical fitness events that will be used to measure your ability to meet the physical fitness standards.

1. **1-Minute Sit-up Test.** This measures the abdominal or trunk muscular endurance. Laying on the ground you will be given 1 minute to do as many bent-leg sit-ups until you reach the standard.
2. **Maximum Push-up Test.** This measures the muscular endurance of the upper body. The test consists of doing as many push-ups from the front, lean, and rest position until you reach the standard.
3. **300-Meter Run.** This measures anaerobic power or the ability to make an intense burst of effort for a short time period or distance. The test consists of sprinting 300 meters as fast as possible.

In summary, the standards are as follows:

Physical Test Standards				
Age	≤29	30-39	40-49	50+
Sit-ups—number of repetitions needed within one minute to pass				
Male	32	29	25	21
Female	28	22	18	14
Push-ups—number of consecutive repetitions needed to pass				
Male	26	22	17	12
Female	14	11	9	10
300 Meter Run—number of seconds not to exceed to pass				
Male	62	63	74	88
Female	70	81	95	106

To pass the physical component of the police officer exam the candidate must perform each event being tested and meet or exceed the City standard. A score below the standard on any single event will be considered a failing score on the police officer exam.

## How Do I Prepare?

To ensure success in the testing process you may need to begin a physical training program. This training program is designed to provide instructions for the training needed to successfully meet the standard in each event. Each test has a different training routine. The program is designed to reach successful completion in an average of twelve weeks. The actual time needed will vary based upon your current physical condition.

There exists the possibility that certain detrimental physiological changes may occur during exercise. These changes could include heat related illnesses, orthopedic injuries, abnormal cardiovascular conditions (heart beat, blood pressure) and in rare instances heart attack. **Before initiating this physical training you should consult your physician to ensure that you do not have any health concerns that would prevent your participation in this training thus reduce the risk of exercise related illness or injury.**

**1-Minute Sit-up:** to prepare for this test follow this routine.

The **first step** is to see how many sit-ups you can do in one minute. That will become your initial training repetition dose or **ITRD**.

**To perform an acceptable sit-up**, lie on your back with your knees bent and heels flat on the floor. Your hands should be behind your head but not interlaced. Have a partner hold your feet down. Sit up and touch your elbows to your knees or upper legs and return to the lying position before starting the next sit-up. You should not raise your buttocks from the ground. When returning to the down position, your shoulder blades should touch the ground.

Week	Sets	Repetitions	Frequency
1	1	ITRD	3 times/week
2	2	ITRD divided by 2	3 times/week
3	3	ITRD divided by 2	3 times/week
4	3	ITRD divided by 2 plus 2	3 times/week
5	3	ITRD divided by 2 plus 4	3 times/week
6	3	ITRD divided by 2 plus 6	3 times/week

7	3	ITRD divided by 2 plus 8	3 times/week
8	3	ITRD divided by 2 plus 10	3 times/week

For successive weeks keep adding 2 more repetitions per week.

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**Maximum Push-up:** to prepare for this test follow this routine.

The **first step** is to see how many push-ups you can do. That will become your initial training repetition dose or **ITRD**.

**To perform an acceptable push-up**, you should start the push-ups in a face downward position with your arms extended and your neck, back, hips, and knees straight such that only your hands and toes are touching the ground. Your hands should be shoulder width apart and your feet 3 inches apart or less. With your back and knees kept straight, you should lower yourself to a position in which your chest is approximately 3 inches from the ground (or until your upper arm is parallel to the ground) then push up until your arms are extended.

Week	Sets	Repetitions	Frequency
1	1	ITRD	3 times/week
2	2	ITRD divided by 2	3 times/week
3	3	ITRD divided by 2	3 times/week
4	3	ITRD divided by 2 plus 2	3 times/week
5	3	ITRD divided by 2 plus 4	3 times/week
6	3	ITRD divided by 2 plus 6	3 times/week
7	3	ITRD divided by 2 plus 8	3 times/week
8	3	ITRD divided by 2 plus 10	3 times/week

For successive weeks keep adding 2 more repetitions per week.

If you cannot do a regular push-up at first, do the modified push-up (with knees bent and on the ground) for several weeks following the same routine, then advance to the regular push-up.

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**300-Meter Run:** to prepare for this test you will need to do interval training.

The **first step** is to time yourself for an all out effort at 110 yards. This is called your initial time or **IT**.

The **second step** is to multiply the **IT** by 1.25 to get your starting training time. Then follow the schedule below:

Week	Training Distance	Number of Sprints or Repetitions	Time of Sprint	Rest Time Between Sprints	Frequency
1,2	110 yards	4	1.25 times your <b>IT</b>	2 min.	1 time/week
3,4	110 yards	5	1.25 times your <b>IT</b> minus 2-3 sec.	2 min.	1 time/week
5,6	110 yards	6	1.25 times your <b>IT</b> minus 5-6 sec.	2 min.	1 time/week
7,8	220 yards	4	2.5 times your <b>IT</b> minus 4 sec.	2 min.	1 time/week
9,10	220 yards	4	2.5 times your <b>IT</b> minus 4 sec.	2 min.	2 times/week

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